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ABSTRACT

This research study focuses an historical case study on a large-scale intervention called Florida SchoolYear (SY2000), which was a visionary example of how the state of Florida tried to design and develop a means for delivering quality education. By studying the Florida SY2000 Initiative, this research study examined issue-oriented questions (impacts and influences) that confronted those individuals and groups who sponsored and advocated a large-scale reform effort designed to drive educational change in Florida K-12 schools. Conveying the research findings through an historical case study allowed the story to unfold as each informant had his/her own perspective and story to tell, from which, collectively, patterns, understandings, and recommendations were drawn. The outcome of this research study was the presentation of SY2000 sponsors' and advocates' perceptions of what happened during SY2000, what they believed should have happened, and what they wished would happen in future education reform efforts. These individuals were selected based on their leadership or influential roles and positions held during SY2000. Data that emerged via surveys and interviews addressed: factors that affected the implementation of SY2000 (differing cultures, leadership, vision, buy-in, sustained commitment, and change process); costs of implementation factors (research and development, allocation of resources, measurable results, time and technology use and support); and lessons learned (perceived effects of SY2000, obstacle of misaligned cultures, value of research and development, importance of deciding whether to redesign or recreate, critically of having shared vision and mission, and the power of strong leadership). (Contains 11 references.) (Author/AEF)

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ED 470 112

LARGE SCALE INTERVENTIONS: AN HISTORICAL CASE STUDY OF FLORIDA SCHOOLYEAR 2000

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Abstract

Throughout the ages, men and women have struggled with educating their young in the most effective and efficient ways possible. They have learned the value of education is not a unique interest of a family, community, state, or nation. Education is now embraced by a global society and serves as the equalizer for the betterment of all. *To meet this responsibility, it becomes society's challenge and opportunity to identify, design and develop interventions that provide quality education. Therefore, this research study focuses an historical case study on a large-scale intervention called Florida SchoolYear (SY2000), which was a visionary example of how the state of Florida tried to design and develop a means for delivering quality education.*

By studying the Florida SY2000 Initiative, this research study examined issue-oriented questions (e.g., impacts and influences) that confronted those individuals and groups who sponsored and advocated a large-scale reform effort designed to drive educational change in Florida K-12 schools. Conveying the research findings through an historical case study allowed the story to unfold as each informant had his/her own perspective and story to tell, from which, collectively, patterns, understandings, and recommendations were drawn.

The outcome of this research study was the presentation of SY2000 sponsors' and advocates' perceptions of what happened during SY2000, what they believed should have happened, and what they wished would happen in future education reform efforts. These individuals were selected based on their leadership or influential roles and positions held during SY2000.

Data that emerged via surveys and interviews addressed:

- *Factors that affected the implementation of SY2000 (e.g., differing cultures, leadership, vision, buy-in, sustained commitment, and change process);*
- *Costs of implementation factors (e.g., research and development, allocation of resources, measurable results, time, and technology use and support); and*
- *"Lessons learned" (e.g., perceived effects of SY2000, obstacle of misaligned cultures, value of research and development, importance of deciding whether to redesign or recreate, criticality of having shared vision and mission, and the power of strong leadership).*

The researcher presented limitations of the research study and future research dealing with large-scale interventions. The researcher concluded this study by challenging the reader to a new way of thinking in terms of education reform (Russo-Converso, 2001).

Introduction

This historical case study focused on a large-scale intervention called Florida SchoolYear (SY2000), which was a visionary example of how the state of Florida tried to design and develop a means for delivering quality education. SY2000 was a seven-year (1989-1996) collaborative program among nine Florida districts, the Florida Department of Education, the Florida Department of Health and Rehabilitative Services, and the State University System, led by Florida State University (FSU). The purposes of SY2000 were to redesign and implement a technology-supported system of schooling. Total funding for the program, including investments made by private corporations and district "in-kind" contributions, exceeded $30 million.

The research revealed an in-depth look at how the experience of SY2000 influenced SY2000 sponsors and advocates. Respondents' stories explained what happened during SY2000, what they thought should have happened, and what they wish would happen in future reform efforts.

Therefore, the focal points of this case study centered on SY2000 sponsorship and advocacy and the "lessons learned" by those individuals having had those roles. For the sake of this study, definitions of sponsors (initial and sustaining) and advocates were based on the work of change management/leadership expert Daryl Conner and findings he presented in Managing at the Speed of Change (1992) and Leading at the Edge of Chaos (1998).

A sponsor is defined as an individual or group who has the authority to legitimize and power to enforce the intervention (e.g., the Florida State legislature). Sponsorship involves far more than ideas and rhetoric; it requires the ability and willingness to apply the meaningful rewards and pressure that produce desired results. Major change will not occur unless appropriate sponsors demonstrate sufficient commitment. There are two kinds of sponsors, initial and sustaining. An initial sponsor is defined as an individual or group who has the power to break with the status quo and sanction a significant change. An initial sponsor is usually higher in the hierarchy than those who must perform the duties of sustaining sponsors (Conner, 1992). A sustaining sponsor is defined as one who supports and follows through with the sponsor commitment and allocation of resources for his/her arena of influence. A sustaining sponsor has enough proximity to local targets, those individuals or groups who must actually change, to maintain focus and motivation on the change goals (e.g., Florida State Department of Education or SY2000 operational test site school superintendents). Sustaining sponsors minimize logistic, economic, or political gaps that exist between

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layers of the organization (education system) and produce the appropriate structure of rewards and punishments that promote achievement (Conner, 1992).

An advocate is defined as an individual or group who wants to achieve a change but lacks the power to sanction it. However, advocates are influential and valued for the advice and recommendations given to the sponsor and others (e.g., Public School Council or Policy Advisory Council). Successful advocates spend time with sponsors as they engage in remedy selling (e.g., problem solving and persuasion/communication) and pain management (e.g., dealing with resistance, barriers, and constraints). Advocates help the sponsor realize the importance of the desired change (Conner, 1992).

To understand the roles and influence of sponsors and advocates, the following assumption must be carefully analyzed: There is a tendency for those involved in or affected by a change initiative to overestimate the short-term effects of change and underestimate the long-term effects (Conner, 1992; Reigeluth & Garfinkle, 1994). The short-term effects are the results of incremental inputs and processes. The conditions for successful implementation and sustained change are greatly influenced when short-term effects are internalized and institutionalized. Change transforms into long-term effects when people are results-driven and have been given purpose and value as to why the change is required. Initial and sustained sponsorship are key to making this type of transformation/change possible. The following display (see Figure 1) is an example of a systems approach to educational reform. This operations model was created during Florida's SY2000 educational reform initiative and presents a proposed education system and related subsystems. Having no intent to show linear relationship, the subsystems are connected by a circle. The circular pattern shows connectivity or inter-relatedness among the eight subsystems (i.e., mission, curriculum, instruction, student and family services, assessment and information management, human resource development, management operations, and logistical services).

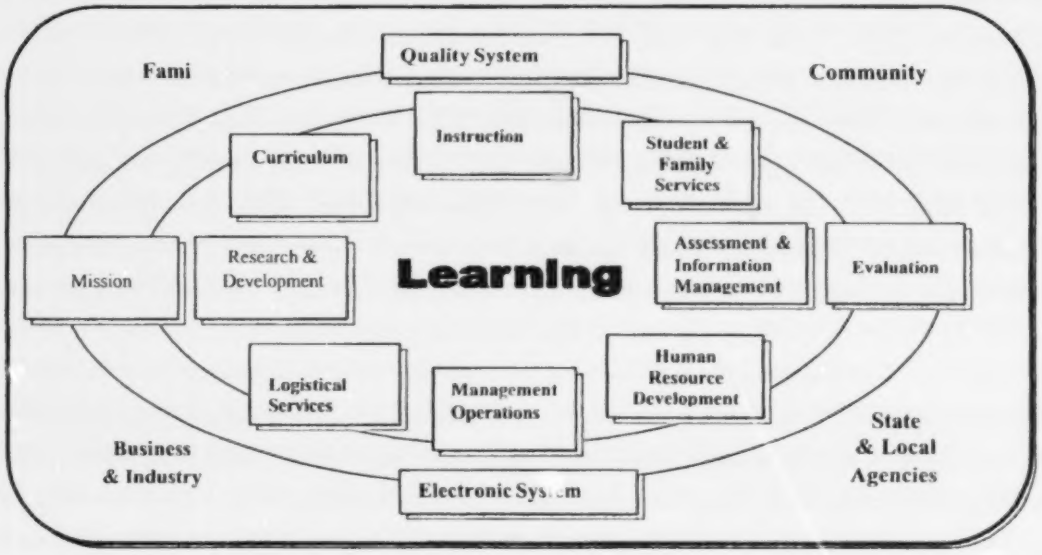

Figure 1. SchoolYear 2000 Operations Model.
Source: Robert K. Branson ©
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A working design team backed each SY2000 subsystem. Each design team was composed of FSU/CET design team leaders and staff, school district administrators, teachers, parents, and school community members. The design teams met on a regular basis to design and develop SY2000 interventions and products.

Depicted in each of the four corners is an external client (stakeholder – one who influences or interferes with an innovation) who is directly or indirectly affected by any change within or to the system. The circular shape forms the framework that signifies an iterative process of continuous improvement that is driven by quality and electronic systems.

The Florida SY2000 Initiative was a comprehensive attempt to change how education was being delivered and applied in the state of Florida. Based on his "upper-limit hypothesis" (Branson, 1987, 1998), Dr. Robert K. Branson, director of FSU's Center for Educational Technology and primary leader (principal investigator) of SY2000, offered the following rationale in 1987 for changing how education was currently being delivered. "As we look at the future, we in education have two paths we can consider. We could continue down our current path and experiment with a series of new educational alternatives, or we could realize that the current system might be performing at its peak and it was time to consider a new system. SchoolYear 2000 was a way of heading down that second path" (Branson, Retrieved February 17, 2001 on the World Wide Web http://cpt.fsu.edu/sy2000/WHYNEED.HTML).

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Implementing SY2000 was a major change that required knowledge, skills, and resources required for moving from where the state of education was to where it should be. It was a major transition and transformation for people and processes. The greatest challenge was to sustain the change for the long journey, making a difference in the lives of tomorrow's child.

Leading change and diffusion of innovation experts highlight the critical roles of leadership and sponsorship for the successful implementation and maintenance of major change or reform efforts (Conner, 1992, 1998; Ely, 1990; Rogers, 1995; and Waterman, 1990). It is for this reason that sponsors and advocates were selected as the target audience for this historical case study research. The purpose of this study was not to judge right or wrong, true or false, significant or insignificant, but rather to offer a deeper and richer understanding of what happened, why it happened, and ultimately, what were the long-term effects of SY2000.

Factors Affecting Implementation

What does it take for an implementation to be successful? What factors cause concern if they are not implemented correctly? Many agreed that SY2000 was not strengthened when important implementation factors were not effectively executed. In this section, eight implementation factors are discussed that emerged from the SY2000 survey and interview data. Most factors aligned with Ely's (1990) conditions for successful implementation (i.e., leadership, participation – buy-in, commitment). Other factors that aligned with Ely's conditions appear in the next section as implementation costs (e.g., resources, knowledge and skills, training, time). To summarize the factors that affected the implementation of SY2000, one must consider the importance of each.

Differing cultures

There were three distinctive cultures that had initially rallied to form a synergistic partnership (i.e., government – State Legislature; university – FSU/ CET; and schools – SY2000 CSD). However, over time communication was difficult to manage among these differing cultures. Each culture was interpreting events and taking action based on its respective set of assumptions, beliefs, and behaviors. For communication to be effective, individuals and groups from each culture should have had the opportunity to learn about the others' cultures in order to reach agreement on what would be the best action for all.

From the data analyzed, I was skeptical about whether SY2000 leaders and participants understood the varying cultures from which participants or stakeholders had emerged. The data indicated that each participant seemed to have his/her respective and unique set of beliefs, assumptions, and behaviors. This was by far the mostly noted factor by respondents. It was the general belief that SY2000 did not plan for the management and education of those representing the differing cultures (e.g., government, K-12 schools, and university).

Leadership

Many change experts state that leadership is crucial to successful implementation (Ely, 1990; Conner 1992; Rogers, 1995; Lick & Kaufman, 2000). SY2000 was dependent on the capacity (willingness and ability) of its leaders to systematically design and deliver a large-scale reform initiative. SY2000 leaders had to anticipate the implications of implementation. By doing so, they would have realized the impact of clearly articulating SY2000's vision and philosophy to others. Many respondents perceived this role to articulate and communicate with sponsors in government, university, and schools as that of the SY2000 advocates. This factor was critical for identifying the assumptions, beliefs, and behaviors of differing cultures and finding ways to manage and educate their understanding and sustained commitment and buy-in for successfully implementing SY2000.

Vision

As mentioned earlier, articulation and communication of an initiative's vision, goals, and objectives is critical for participant and stakeholder buy-in. The SY2000 vision was for each student to acquire the foundational skills and competencies needed to succeed in adult life in an Information Age. SY2000 was designed as a learner-centered approach for teaching and learning. The goal of SY2000 was improving learner achievement and performance.

It is critical for participants and stakeholders to share the vision (Conner, 1990; Barker, 1993, Lick & Kaufman, 2000). The vision is the guiding star and gives purpose to the innovation. However, respondents often mentioned how the vision was not well articulated and therefore not well understood.

This factor closely related to the factors of leadership and buy-in. Respondents agreed on the criticality of a shared vision, a vision that all stakeholders understood and believed to be the goal of SY2000. When participants lost sight of the goal, strong leadership would again clear the path for them to see the vision. When participants changed (e.g., sponsors or advocates), astute leadership should have educated the new participants of the SY2000 goals and objectives and attained their buy-in and commitment. Buy-in and commitment should have been based on developing synergistic partnerships, getting people together who are willing and able to bring about change.

Sustained commitment

Buy-in, often associated with commitment, is another critical factor for successful implementation efforts (Conner, 1992; Lick & Kaufman, 2000). Buy-in must come from the participants and stakeholders of the innovation. With continuous buy-in (sustained commitment) they will develop the required capacity (willingness and ability) to achieve desired results. And with buy-in, support for the effort is provided necessary resources to achieve results – time, money, and people. Without buy-in, resistance to change flourishes and becomes a serious obstacle to successful implementation.

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School districts began to question where SY2000 was headed, leading to the breakdown in dedication and commitment of school districts to SY2000. A CSD District Administrator expressed this sentiment when she said, "SY2000 should have designed incremental results built on goals. An urban superintendent's life is a little over two years. To keep a district involved and committed to the goals of SY2000, you have to create something that shows progress within short periods of time." This was the factor that means getting people to stay together through completion or achievement of goals and objectives. This is the factor that respondents perceived waned over time. Many believed that when SY2000 champions lost interest or were no longer involved, sponsorship was lost along with allocation of resources.

Communication is how one articulates and conveys a message. Communication during a change initiative is critical (Conner, 1990; Lick & Kaufman, 2000). Change participants are dealing with ambiguity and uncertainty. They are venturing into new frontiers, and with that journey comes a natural resistance to change, to thinking and doing different things. Along with strong leadership, a structure and organization has to be in place for the flow of communication to permeate all levels of participants and stakeholders. It is often said that knowledge is power. In the case of SY2000, knowledge was the foundation on which to build a powerful system for education reform.

Change process

Within the structure and organization of a reform effort, leaders must prepare the organization for change. For SY2000 to be a success, participants and stakeholders had to be prepared for the change effort. There should be a change a process for creating and managing change. Without an understanding on the part of the participants of the reform effort, over time, synergy and communication dissolves, participation wanes, and eventually interest and commitment erode. This lack of synergy and communication was an issue raised by many of the SY2000 participants surveyed and interviewed.

A CSD District Administrator explained, "The entry point for change in Florida schools is the district. Change happens school-by-school, and significant educational reform is possible district-by-district. It would be very difficult to create a rubric to measure reform outcomes at the state level, but it can be done at the district and school level. You must tie the goals of the intervention to the agreed-upon rubric."

This factor dealt with getting people to shift from "what is" to "what can be." Respondents felt sponsors or SY2000 leaders didn't recognize the "what is" to find appropriate solutions to move towards "what can be." The lack of having enough time and resources was blamed for the change process not being fully implemented.

From the people I interviewed (i.e., initial sponsors, sustaining sponsors, and advocates), I heard many times that they were eager and willing to learn and that they wished SY2000 leadership had anticipated the time and effort required for communicating and articulating the SY2000 vision and measurable outcomes. Realizing the value of implementation factors mentioned in this section, one must also understand there are costs associated with implementing change. The following section brings to light the costs that SY2000 had to anticipate, consider, and manage.

Costs of Implementing Factors

There are costs associated with successful implementation. Survey respondents (69%) agreed or strongly agreed that the sponsors of SY2000 were aware that personal, political, or system cost might be required to implement SY2000. Even though the perception was that sponsors had this understanding, the survey data showed no consensus as to whether sponsors displayed strong commitment to SY2000 - 75% of the respondents were split evenly among *agree* and *disagree*. Supporting these data were the survey and interview comments, which reflected a perception that sponsors did not manage the costs well. To summarize the cost factors for implementing SY2000, one must consider the importance of each.

Research and development

R&D are perceived as valuable inputs for any change effort. R&D identify theories, models, and current best practices associated with the design and development of a new initiative. R&D are major components of an iterative process and, as a result, are ongoing throughout the systematic design phases. Most respondents appeared to recognize the value of R&D but perceived that it was not valued by SY2000 sponsors (i.e., legislature and school districts) and should have been developed with a broader base (e.g., greater university and college input throughout the state of Florida). R&D were not highly valued by government. Politicians were under pressure to produce tangible results in the eyes of their constituents. FSU/CET was placed in a hurry-up mode to produce products to satisfy this pressure which distanced them from their expertise of R&D.

Allocation of resources

Funding was a major issue with all respondents. They realized that a large-scale education reform like SY2000 required a large sum of money and long-term support. This effort was not a tweaking of the current system, but the creation of a new way of schooling. The cost to bear was the long-term commitment of sponsors to allocate required resources – time, money, and people. Over time, the CSDs and FSU/CET resented the legislative year-to-year funding of SY2000. From the very beginning of SY2000 it was explained that it would take ten years and $100M to fully implement the proposed changes in Florida schools. Pressure mounted each year to produce tangible results in order to justify continued funding.

Measurable results

As stated in previous sections the lack of measurable results and outcomes were mentioned time and time again. Promoting an initiative's worth and value depends on the perception of its success and goes hand-in-hand with continued allocation of resources. This factor was perceived by many to be the demise of SY2000. The respondents' felt there was a lack of milestones

or deliverables to justify the pressure mounting in the legislature, or to answer questions raised by CSD principals and teachers as to where SY2000 was headed.

Time

It is often said that time is a variable, not a constant, when dealing with change (Ely, 1990; Conner, 1992). Time can be shortened or lengthened on paper, but in reality it can not be tampered with without the buy-in from those who will be implementing the change. Many respondents felt time was being forced by the legislators by the pressure to produce tangible results. Others felt the university did not understand where school districts were along the change process spectrum and felt there was no time to catch up to other participants, or conversely, wait for other participants to catch up. Therefore, it was the perception of many respondents that time to implement a change initiative should not be dictated or mandated. Most respondents referred to time as a cost dependent on the demonstration of measurable results. Time was perceived as a valuable resource, but one not afforded for SY2000 to be successful.

The respondent comments demonstrate that there were many lessons to learn from having had the experience of SY2000. The next section addresses the lessons learned as described by SY2000 participants. However, the real impact will be if the lessons learned encourage the reader to reflect on these past experiences to plan and design future initiatives.

Lessons Learned

One of the greatest accomplishments in any reform endeavor is the learning that takes place. Through reflection one has an opportunity to gain insight personally (and collectively with others) about what worked, what didn't work, and what may have worked. It is from these insights that individuals or groups can create brighter visions, better plans, more effective solutions, stronger actions, and more useful evaluations for future reform efforts. Following are my interpretation of the *lessons learned* as expressed by survey and interview respondents. My interpretations are represented via the following categories:

Perceived effects of SY2000

This study was an examination of how the experience of an innovation had an affect on its participants. Therefore, survey participants were asked to state the greatest personal impact that they could directly or indirectly attribute to having had the experience of SY2000. It was surprising that many of the personal effects related to system issues or broad views (e.g., implementation factors, politics, quality systems, and strategic planning). My interpretation of these perceptions is that many of those surveyed and interviewed realized they were individuals working together within an organization (e.g., governmental, academic, corporate). Perhaps this was the reason why personal impacts were expressed in terms of wholes – education system, and not parts – the individual. Another reason why personal impacts were viewed globally may have been because of the background and experience of those surveyed and interviewed. I had contacted the perceived *movers and shakers* of SY2000 of which many continue to serve in leadership roles. These individuals tend to think "big picture" and see the spectrum of impacts of change on their respective organizations before, during, and after reform efforts. It would be interesting to examine the perceptions of those that were and remain in management or operational roles (e.g., principals, teachers, and school support personnel) to see if they too view things from a broad perspective.

Differing cultures

It is my thought based on the surveys and interviews that the most damaging obstacles for SY2000 becoming a successful large-scale reform effort were the differing cultures (i.e., government, university, and K-12 schools) that remained intact with their respective assumptions, beliefs, and behaviors. It was futurist Alvin Toffler who aptly said, "The illiterate of the 21st century will not be the one who can not read and write, but the one who can not learn, unlearn, and relearn." From the data, I believe *learning* emerged as the critical factor in getting people from differing cultures to come together, stay together, and work together.

Research and Development

SY2000 was a research-based change reform initiative. Many of the school-based and corporate (e.g., university, K-12, and corporate) respondents agreed on the importance of R&D and its role in developing SY2000 concepts and products. However, these same respondents made it clear that LSI/CET spent too much time and energy in product development when their expertise was in research and development of concepts, theories, and models. And these respondents were critical of the state legislature for not valuing R&D as they should have in terms of allocating required time and money.

Redesign or Recreate

Where do we go from here? Do we redesign or recreate? Whether reformers choose to redesign education by doing different things in the current framework or whether they choose to recreate education by doing things differently using a new framework, all agree something must be done to improve our student achievement and performance in our preK-20 education system. The respondents raised many questions based on their comments and reflections regarding wishes for education reform (see Table 1). Answering these questions is the challenge we educators have before us; although, I believe questions present an opportunity for us to design a successful large-scale reform initiative.

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Table 1. Respondents' wishes and questions raised for future education reform.

Respondents' Wishes	Question Raised
Allocation of resources	How money, time, people, and training will affect the implementation of a large-scale reform effort
Creation of a systemic design	Why a systemic design should be valued as the foundation for large-scale education reform
Development of a change process	How a change process should adapt to the capacity levels (i.e., willingness and ability) of sponsors, advocates, and participating school districts and individuals
Development of a systematic design process	How a process should give organization and structure to the implementation of a large-scale reform effort
Establishment of leadership and support	Why the importance of establishing communication and articulation with and between sponsors and advocates

Table 1. continued.

Respondents' Wishes	Question Raised
Formation of partnering	Why the importance of establishing communication and collaboration among co-development partners
Decision for where do we go from here	Why the question of whether to redesign or recreate is raised

Many of those surveyed and interviewed gave the impression that merely redesigning what we are currently doing is not the change required to make the difference for today's and tomorrow's child. From their comments, I believe they prefer doing things differently, a primary focus was on outcomes for learning and the learner, but a secondary focus was on a change process, a process that includes and is dependent on how to make it happen.

Driving force for Education Reform

Shared Vision and Mission: For large-scale education reform to be valued and deemed imperative by sponsors, advocates, change agents, and change targets and external stakeholders (i.e., business/industry, families, community, state and local agencies) it is important for each individual/group to agree on the reasons for doing so. It is critical to share the vision and mission if change is to be successful.

The Goal of Education Reform Initiatives

2000 was designed as a learning-centered system for schools in Florida. This study's surveys and interviews with national and state leaders of education reform confirmed this premise. The true driving force of a school system is curriculum, instruction, and assessment (CIA). It is CIA from which all other education system functions serve as supports and resources.

CIA as the driving force of a school system was discussed duringan interview with a CSD District Administrator. He began to draw an illustration to depict the driving force behind a school system. He drew a straight line of boxes labeled with different operational functions within a school system (e.g., Management Information Services (MIS), Legal, Finance, Student Services, Facilities, Personnel, and Human Resource Development (HRD). The administrator explained that most school, district, community, state, and public attention and resources are spent on these operational or functional supports. In contrast, in his 30+ years of service to public education, he believes the attention and resources must be spent on the true driving force of a school system, the curriculum, instruction, and assessment (CIA). He said research and development provide inputs to CIA, and CIA serves as the direct path to the teacher and student, for it is CIA that directly impacts student learning, achievement, and performance. I began to share my thoughts and ideas and together we developed the following CIA driven school system model (see Figure 2).

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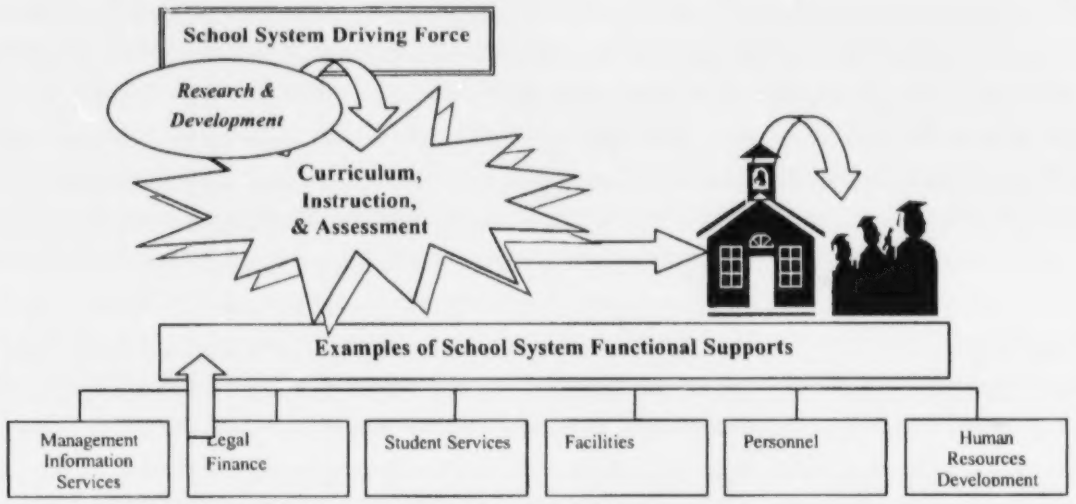

Figure 2. Driving force behind a school system: Curriculum, instruction, & assessment.

Leadership

Finally, I will close this section on lessons learned by addressing what I feel is the most critical component of any organization undergoing a change effort, leadership. From the literature review, the interviews conducted during this study, and the years of experience in public school education, I have learned that collaboration among participants of a change effort cannot be derived, but rather is built over time. One can bring players together, but it is ultimately the players who will decide if, when, and how they will work together. I have developed a model of leadership for education reform (see Figure 3).

The first step is getting participants to sit at the table. Implementing change takes a unique leader with leadership capacity (i.e., willingness and ability) to orchestrate a team of players (e.g., thinkers, visionaries, planners, designers, developers, implementers, and evaluators). For this type of leader to be effective he/she must actively involve the participants from the very beginning and sustain their involvement throughout the diffusion of the innovation to its attainment or completion. And finally, education reform requires resources (e.g., time, money, and political finesse). These resources are developed with partnerships with the state legislature, schools, universities, and business and industry and others. These individuals or groups are considered the stakeholders because they will directly or indirectly benefit from the success of the reform.

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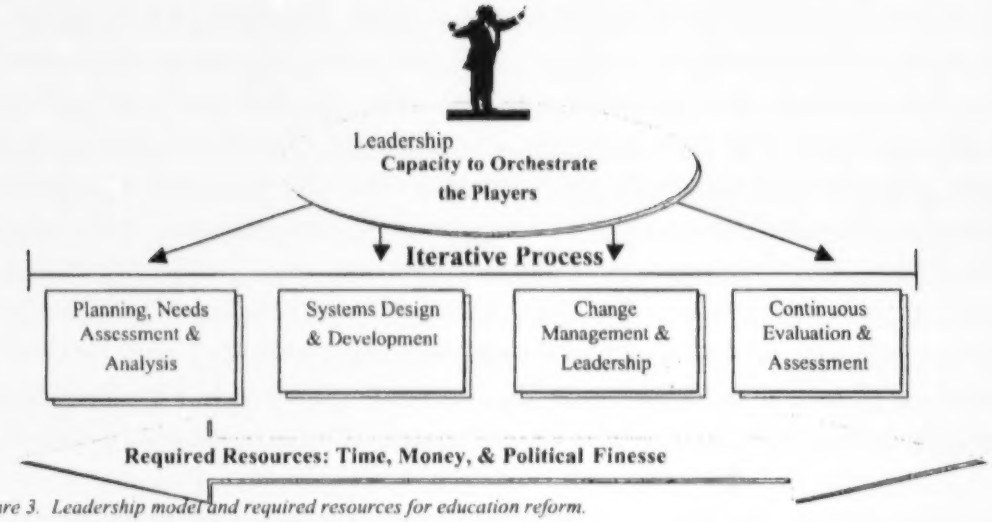

Figure 3. Leadership model and required resources for education reform.

So what can be concluded about SY2000? Many believed SY2000 was merely ahead of its time. Following are comments reflecting this perception. A former State of Florida Education Officer said, "SY2000 left an impact. SY2000 was the beginning of *The Change* and it got the rhetoric to the future change. It was a catalyst for Florida to bring about change. SY2000 never died: its funding was terminated. SY2000 was a flag for *'Here is Education Reform'*. I believe SY2000 was the kick start for education reform; however, it got politicized, and funding was eventually terminated."

Conclusion

What lies ahead for education reform? Does education need merely reform or an entire re-creation? Has the shift from teaching to learning-centered education created a purpose for change? Has technology brought new ideas and opportunities for teaching and learning, as we have never seen before? These changes result in paradigms, therefore what are the solutions for these new paradigms? And what change is required to align education with these new mindsets and directions?

Summary

The outcome of this research study was the presentation of SY2000 sponsors' and advocates' perceptions of what happened during SY2000, what they thought should have happened, and what they wished would happen in future education reform efforts. These individuals were selected based on their leadership or influential roles and positions held during SY2000.

What were the successes of SY2000? I believe SY2000 participants understood the value of a systemic approach to educational reform. There were none whom I surveyed or interviewed that questioned a system design for education reform. On many occasions I heard that SY2000 was brilliantly conceptualized and designed. From all that I heard and read, I believe SY2000 opened many minds to view education as a system comprised of subsystems and mere "tweaking" of subsystems would not make for sustained change or reform.

Another success of SY2000 was the introduction to change management concepts and principles. Many agreed that change was a process, not an event. It was believed that moving from the status quo to the ideal vision required strategic and tactical operations. Respondents welcomed what they were learning about change and how and why people make the transition from "what is" to "what should be."

However, with success of SY2000 came failures. The failures of SY2000 were often missed opportunities or lack of understanding or expertise to anticipate possible outcomes. SY2000 leaders underestimated the sign ificance of vision, buy-in and sustained commitment for SY2000 to be deemed successful. Over time, if those involved were not continuously educated to where they were in the change process, interest and commitment faltered, and was eventually lost. This was the case with sponsors, advocates, and CSD participants.

Legislators should have better realized the value of time and research and development as resources for embarking on a massive and complex reform effort such as SY2000. One can't expect results of an unfinished research-based intervention. However, SY2000 should have built in incremental successes or measurable results that could have been perceived by sponsors and advocates as successes to gain and sustain buy-in and commitment.

Without doubt, SY2000 should have better developed the required synergistic partnerships among the differing cultures. From hearing the different perspectives of government, K-12, and university respondents, I find this to be the main demise of

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SY2000. Education of these individuals and groups was crucial for vision, buy-in, and commitment. I believe all three shared the vision of SY2000, however I question whether they shared an agreement on how it was to be achieved and measured.

And probably the greatest lesson learned from these successes and failures or missed opportunities was realizing the importance that learning must precede change. This learning is the cornerstone or bedrock for getting people to come together, work together, and stay together. Learning depends on open communication and collaboration. Both are built on developing trust to solve problems together and having respect for the power of the whole being greater than the sum of its parts.

Limitations of this Research Study

There were two key limitations to this research study: time and resources. There was not enough time to explore the relationships between other SY2000 change participants and sponsors and advocates (i.e., change agents - CET design team leaders and participants, school principals, district staff; and change targets - SY2000 teachers, instructional support staff, students, and families).

In addition, there was not enough time, travel funds, or political clout to gain access to (or obtain the inputs of or feedback from) Florida State Senators or State and DOE Commissioners of Education who were in office during the SY2000 years. The lack of time also limited the breadth and depth of this study to obtain a broader and sharper image. I would have liked to pursue making contact with some of the individuals who did not respond to mail, email, or telephone requests. I believe due to current sensitive issues regarding politics and education issues (e.g., vouchers, charter schools, accountability, and testing/assessment, university and college restructuring, and skeptical public perception of education in general), I would have had to secure others' support to gain access to some individuals.

Future Research in This Field

Future research in the field of large-scale education reform should investigate the role of change management and change creation in the diffusion of an education innovation or initiative. Action research should validate systematically planned, designed, developed, implemented, and evaluated reform efforts that are based on the change frameworks and methodologies outlined by Conner (1992), Lick and Kaufman (2000), and Ely (1996). In addition, future research should investigate the role and impact of leadership during diffusion of an innovation in an educational setting (e.g., knowing whom to turn to for support and resources – information, time, money, people). I suggest further study to find ways to eliminate communication voids when revolving sponsorship is inevitable.

I suggest further research to validate Lick's *Universal Change Principle*, learning (both as a verb and noun) must precede change, by applying it to the diffusion of an implementation and evaluating it in terms of cost and benefit value. Such a research study could examine and validate ways to educate sponsors, advocates, change agents, change targets, and stakeholders on the strategic and tactical approaches to change creation and implementation (Conner, 1992; Lick & Kaufman, 2000).

Finally, future research should consider an in-depth examination of the impacts from a large-scale education reform on other key change roles, the change agents (e.g., innovation design team leaders and participants, school principals, district staff) and change targets (e.g., teachers, instructional support staff, students, and families).

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